

## **DETERMINANTS OF MOTIVATION OF SENIOR HIGH SCHOOL AGRICULTURAL SCIENCE TEACHERS IN THE CENTRAL REGION, GHANA**

**Mr. Martin Bosompem<sup>1</sup>, Prof. Joseph Adjei Kwarteng, and Dr. Albert Obeng-Mensah**

Department of Agricultural Economics and Extension  
School of Agriculture

University of Cape Coast, Cape Coast, Ghana.

1. Corresponding Author: Email, boscco2001@yahoo.com, mbosompem@ucc.edu.gh

### **ABSTRACT**

A correlational research design was used to examine the perceived levels of motivation and related variables of agricultural science teachers of selected Senior High Schools in Central Region of Ghana. Their existing levels of motivation, job satisfaction, supervision, work conditions, recognition, promotion, involvement in goal setting and background characteristics as well as the relationships among these variables were determined. The results showed perceived **average** levels of motivation, job satisfaction, supervision, recognition, promotion and involvement in goal setting among the teachers. However, they perceived low level of work conditions. Positive and significant relationships were found between motivation, and the following variables: work conditions ( $r = 0.451$ ), recognition ( $r = 0.510$ ), involvement in goal setting ( $r = 0.417$ ). Other significant relationships observed were between recognition and involvement in goal setting ( $r=0.340$ ), recognition and work condition ( $r=0.362$ ), and recognition and supervision( $r=0.372$ ). Regression analysis showed that the best predictors of motivation of teachers were recognition and work conditions, both variables explaining approximately 32% variations in motivation of the teachers. It is therefore recommended that, to improve the motivation of Senior High School Agricultural Science teachers, there is the need to improve various aspects of work conditions of the teachers such as salary, health insurance coverage, accommodation and other facilities. Teacher recognition by both employers and supervisors need to be strengthened through giving teachers equal chance of winning the "Best Teacher Award" and verbal appreciation to teachers from supervisors, parents and students.

**KEYWORDS: Determinants of Motivation, Motivation related variables, Agricultural Science Teachers, performance, Recognition and Work Conditions**

### **INTRODUCTION**

The term motivation was originally derived from the Latin word "movere", which means to move. Motivation has been defined as "a predisposition to behave in a particular manner to achieve specific, unmet needs" (Buford, and Bedeian,1988 p.145). Jones (1955) defined the term as how behaviour gets started, is energized, is sustained, is directed, is stopped, and what kind of

subjective reaction is presented in the organism while all these are going on. A more recent interpretation of motivation by Kanfer (1990) considered motivation as an intra- and inter-individual variability in behaviour not due solely to individual differences in ability or to overwhelming environmental demands that coerce behaviour.

There are a number of motivational theories that has been developed by scholars in an attempt to explain human behaviour. These have generally been grouped into two: content and process approaches to the study of motivation. Proponents of the content approaches are interested in 'what is' within people that motivate them. It is based on the assumption that people have a set of needs or desires outcomes which they embark upon actions to achieve them. On the other hand, proponents of the process approaches are concern on how and why people are motivated to achieve organisational goals. Process theories also concentrates on the ways outcomes become desires (Lucey, 2005; Buford & Bedeian, 1988; deCharms 1968, Csikszentmihalyi & Rathunde, 1993, Deci & Ryan, 1985; Porter, Bigley and Steers, 2003). Major content approach theories are, 1. Maslow's Hierarchy of needs, 2. Herzberg's Two-Factor theory, 3. Alderfer's ERG (Existence-Relatedness-Growth) theory and 4. McClelland's Achievement Motivation theory. The process approach theories include 1. Vroom's Expectancy theory, 2. Adams equity theory and 3. Handy's Motivation calculus and 4. Reinforcement theory (Lucey, 2005; Vroom and Deci, 1999; Handy, 1993).

Aside the two major approaches to motivation, Schein (1996) classified individuals in a work place based on certain assumptions and what motivate them namely 1. Rational-economic man (based on assumption that man is motivated primarily by economic need), 2. Social man (man is essentially a social animal and gains his identity through relationships), 3. Self-actualizing man (man is self-motivated and self-controlled) and 4. Complex man (man is variable and has many motives which can change from time to time). Motivation has also been distinguished from satisfaction in that satisfaction is concerned more of the attitude that workers have about their jobs rather than their effort to fill a need (motivation). In other words, whiles satisfaction involves outcome already experienced by workers, motivation is concerned about the present situation where a worker is striving to achieve an outcome. Hence, though satisfaction and motivation are related, they are not the same. Therefore, a person may be highly satisfied in his work but not motivated and vice-versa (Buford & Bedeian, 1988)

Motivation is important because performance is also linked to it. According to Buford and Bedeian (1988), performance is determined by three crucial factors: 1. ability (able to do a job), 2. motivation (want to or willing to do a job) and 3. role clarity (understanding what the job is). Agricultural science teachers in secondary school, like employees of any other levels of education, need to be motivated in order to meet individual needs and also achieve the organizational goals of improving the quality of education in the nation. To improve performance of teachers, motivation is necessary.

Agriculture is the backbone of Ghana's economy (ISSER, 2007). Agricultural science teacher's, among other major stakeholders in agriculture, need to be motivated to train the future agriculturalist and agricultural policy makers of the nation. Over the years teachers in Ghana (including agricultural science teachers) and their unions have complain and embark on various strike actions to demand improvement in salary and other work conditions (Osei, 2005). These

strike actions normally affect the students and consequently the future leaders and frontiers of agricultural and national development. Identifying factors that affect teacher motivation could serve as a guide for policy formulation that would help improve teachers' motivation and performance.

### **Objectives of the Study**

The main objective of the paper was to determine the perceived motivational levels of Senior High School agricultural science teachers in Central Region of Ghana and the factors associated with their motivational levels.

### **Methodology**

A census of agricultural science teachers in 25 public Senior High Schools offering elective agricultural science in the Central Region of Ghana was taken. A content-validated questionnaire was distributed to 70 agricultural science teachers. Out of the 70 teachers, 54 responded, representing approximately 77% response rate. The questionnaire consisted of 8 main parts. Four domains (motivation, job satisfaction, supervision and work conditions) had 12 items measuring each construct. The 3 other constructs: recognition, promotion, and involvement in goal setting were respectively measured using 6, 7 and 10 items. ( Appendices 1-7). The variables were adapted from Oduro and Kwarteng (2000); and Kwarteng (1990) research on the motivation of game rangers and extension agents respectively. These variables were based mainly on content theory of motivation from the classic works of Maslow (1970), Herzberg *et al.* (1959) and Herzberg (1989) and other content theory scholars. Information on respondents' background characteristics were also solicited.

A five-point likert-type scale (ranging from 5 strongly agree to 1 strongly disagree) was used in measuring the items on motivation and the related variables. The computed scores were then converted to mean levels of motivation and related variables. Hence, mean ranges of 1.00 -2.54 = low; 2.55-3.54=average; 3.55- 4.54= High; 4.55-5.00=Very High. Statistical Products and Services Solutions (SPSS) version 15.0 was used to generate frequencies, percentages, means and standard deviations to describe the agricultural science teachers on the variables of the study. Pearson product moment and Spearman-Brown correlation coefficients were used to examine the relationship among the variables of the study. Ordinary Least Square (OLS), using stepwise multiple regressions step of entry, was used to determine the best predictors of motivation of agricultural science teachers from the independent variables of the study. An alpha level of 0.05 was set a priori for all test of significance in the correlation analysis. For the regression analysis, the probability of F entry (PIN) was set at 0.05 and the probability of F removal (POUT) was 0.10.

### **Model specification**

Multiple Linear regression model was used to examine the determinants of teachers' motivation. The specification of the multiple linear regression model in matrix notation with motivation (Y) as the dependent variable and work condition, recognition, involvement in goal

setting, job satisfaction, promotion, educational level, age and years of experience being the independent variables, is as follows:

$$Y = \beta X + \varepsilon$$

Where Y is column vector of motivation;  $\beta$  is the set of unknown coefficients; X is the set of independent variables; and  $\varepsilon$  is the error term (normally distributed with a mean of Zero and constant value)

The method of least squares is used to obtain the beta estimates that minimize the sum of the squared deviations as follows:

$$\begin{aligned} \text{Min } \sum \varepsilon^2 &= (y - bX)(y - bX) \\ X'Y - X'X b &= 0 \\ X'X b &= X'Y \\ (X'X) - 1 X'X b &= (X'X) - 1 X'Y \\ I b &= (X'X) - 1 X'Y \\ b &= (X'X) - 1 X'Y \end{aligned}$$

Thus, the multiple linear regression model will be as follows:

$$Y = \beta_0 + \beta_1(WC) + \beta_2(REC) + \beta_3(IGS) + \beta_4(JS) + \beta_5(PRM) + \beta_6(SUP) + \beta_7(EDU) + \beta_8(AGE) + \beta_9(EXP) + e$$

Where **Y** = Motivation, **WC** = Work Condition, **REC** = Recognition, **IGS** = Involvement in goal setting, **JS** = Job Satisfaction, **PRM** = Promotion, **SUP** = Supervision, **EDU** = Highest Educational Level, **AGE** = Age (years) at Last Birthday, **EXP** = Years of experience as a teacher and **e** = error term.

## RESULTS AND DISCUSSION

### Characteristics of respondents

The results from Table 1 show that majority (90.7%) were males with approximately 82% holding bachelors degree. A majority (68%) were less than 39 years of age and average teaching experience of 11 years. The average age of teachers was 37 years. The low number of female teachers may be attributed to less motivation of females in the field of teaching. Bishey (1996) opined that female in teaching profession tend to feel less motivated and more dissatisfied than their male counterpart due to the task nature of the work including talking, marking and so forth.

**Table 1. Background Characteristics of Teachers.**

Variables	Categories	F	%	Mean	SD
<b>Sex</b>	Male	49	90.7		
	Female	5	9.3		
<b>Educational Level</b>	Diploma	2	3.7		
	Bachelors(B.Sc.)	44	81.5		
	Post-Graduate	2	3.7		
	Dip.				
<b>Age (Years)</b>	Masters	6	11.1		
	Less than 30	7	14.0	37	8.61
	30 - 39	27	54.0		
	40 - 49	9	18.0		
<b>Experience (Years)</b>	50 -59	7	14.0		
	1-10	30	57.7	11.13	8.04
	11-20	15	28.8		
	21-30	6	11.6		
	More than 30	1	1.9		

**N=54. Field Data (2008)**

The findings on age of teachers, however, contradicts Ololube (2005A) who reported in river state in Nigeria that majority of teachers fall within the ages of 41-50 years. This gives an indication that the trend is changing with more young graduates entering the teaching field probably as a temporal employment whiles waiting for their potential opportunities.

There were only two (2) teachers who had a minimum of Diploma in agriculture qualification. This gives an indication that, the schools in the region have the requisite and qualified teachers of agriculture. This is not surprising because the region had two universities (University of Cape Coast and University of Education, Winneba) that are mandated to produce graduate professional teachers for the secondary schools. Hackman and Oldham (1975) in Nigeria indicated that high educational attainment including degree for teachers is not only a good standard in meeting academic excellent in secondary school but also create skill varieties which are essential ingredient for job satisfaction. Ololube (2005B) also found that fewer respondents had certificate and diploma as teachers in secondary schools in Nigeria. The few diploma in secondary schools in the study area could be attributed to few technical courses that required teachers with such qualifications.

**Levels of Motivation and related variables**

The results from the study again (Table 2) show that agricultural science teachers perceived levels of motivation, involvement in goal setting, supervision, job satisfaction, and recognition to be average ( $\mu$  between 2.55- 3.54), but their perceived level of work condition in the Ghana Education Service to be low ( $\mu=2.28$ ). These imply that the levels of motivation and other related variables mentioned except work condition are quite good but below the teachers

expectation. The standard deviations of less than 1 of work condition indicate the level of consistency in agreement among the agricultural science teachers in the region especially the standard deviation of work condition (0.56). Promotion was perceived to be the highest motivation related variable.

The findings on working condition agree with Osei (2005) who reported that Secondary School teachers in Ghana are seriously underpaid and recommend that teachers' salaries and other work conditions be raised. Maslow (1943 and 1970) in his theory also indicated physiological need being the basic needs for which good salary of teachers can meet. Nbina (2010) also indicated in a study of "Re-visiting Secondary School Science Teachers Motivation Strategies" in five states in Nigeria that paying teachers with good and reasonable salaries enable them to take care of their socio-economic needs hence, they avoid divided attention. Olulobe (2004) also concluded that improved work condition motivate teachers thus increases their retention.

**Table 2. Mean Levels of motivation and related variables in the study**

Variables	N	Mean ( $\mu$ )	Level *	S.D.
Motivation	54	2.72	Average	.67
1. Promotion	52	3.47	Average	.74
2. Involvement in goal setting	53	3.14	Average	.60
3. Supervision	54	3.09	Average	.61
4. Job satisfaction	54	3.02	Average	.33
5. Recognition	54	2.80	Average	.63
6. Work Condition	54	2.28	Low	.56
7. Age (Years)	50	37.00		8.61
8. Experience (Years)	52	11.13		8.04

N=54. Scale for interpreting Motivation and related variables (1-6) Mean levels\* ( $\mu$ ) = 1.00 -

2.54 =low; 2.55- 3.54=average; 3.55 - 4.54= High; 4.55-5.00 =Very High  
 Field Data (2008)

**Relationship between motivation and other related variable**

Table 3 presents correlation coefficients showing the relationship among variables of the study.

**Table 3. Correlation matrix of motivation and related variable of Agricultural science teachers**

	Y	JS	SUP	WC	REC	PRM	IGS	AGE	EXP
Y	1								
JS	.032	1							
SUP	.165	.249	1						
WC	.451**	.078	.475**	1					
REC	.510**	.196	.372**	.362**	1				
PRM	.097	.160	.338*	.287*	.198	1			
IGS	.417**	.268	.348*	.390**	.340*	.453**	1		
AGE	.271	-.053	-.062	.128	.171	.288*	.131	1	
EXP	.030	.097	-.057	.034	.046	.355*	.077	.849**	1
EDU <sub>(a)</sub>	-.220	-.211	-.037	-.130	-.209	-.098	-.226	-.079	.080

\*p< 0.05, \*\* p<0.01, a = Spearman Brown

Field Data (2008)

There was positive and significant relationship between motivation and each of the following: work conditions (r=0.451), recognition (r=0.510), and involvement in goal setting (r=0.417) at 0.01 alpha level. The significant positive relationships imply that effort at improving motivation must include improving working conditions, recognition, and involvement in goal setting among the teachers. A report by Abassi and Hollman, (2000) confirmed that teachers' participation in goal setting and decision making results in high sense of involvement and motivation and more responsible for their output. An empirical study of Ali and Ahmed (2009) reported a very high correlation (r=0.91) between motivation and recognition.

While not significant at 0.05 alpha level, there were positive relationship between motivation and the following: supervision (r= 0.165) and Age (r=0.271). Though not significant, the negative relationship observed between Motivation and Educational level (r= - 0.220) suggested that higher educational level do not necessarily result in motivation of teachers since this may not result in any significant improvement in their working conditions and salary. It is noteworthy that Age of teachers had positive and very high significant relationships with experience which imply that aged teachers had had much experience in teaching. The very low relationship between motivation and promotion (r=0.097) shows that promotion in the service does not lead to motivation of the teachers to give their best since promotion may not results to any significant improvement in work conditions. There were no significant relationship between motivation and years of experience (r=0.030); motivation and job satisfaction (r=0.032); and Job satisfaction and years of experience (r=0.097). Nagy and Davis (1985) in their study indicated otherwise that increasing years of experience correlated with job satisfaction and motivation.

Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social, and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer. Stress has been found to reduce with years of experience thus teachers with more experienced tends to be more motivated and satisfied than the youth who are less experienced (Nagy and Davis ,1985)

### Best Predictors of Motivation of Agricultural Science Teachers

Table 4 shows the stepwise multiple regressions of motivation and related variables. Recognition and work conditions were the best predictors of motivation of agriculture science teachers in the study area. These two variables (recognition and work condition) together contributed 31.5% explanation to motivation of the teachers (see adjusted R<sup>2</sup> column in Table 4) in the study area. Recognition was the overall best predictor variable contributing 24.6% explanation in the variations in motivation of the teachers. Work condition contributed 6.9% explanation in motivation of Agricultural science teachers in Central Region of Ghana. Ali and Ahmed (2009) found that 60% of the variation in motivation of workers can be attributed to recognition and opined that if recognition offered to employees are altered, then there would be a corresponding change in work motivation.

**Table 4. Stepwise Multiple regression of motivation and related variables**

Predictor s	Step of Entry	Beta (stand ardise d)	R <sup>2</sup>	Adj. R <sup>2</sup>	Adj. R <sup>2</sup> Change	S.E.E	F Reg.	F. Sig*
REC	1	.399	.260	.246	.246	.581	17.931	.000
WC	2	.306	.341	.315	.069	.554	12.963	.000

n=54 \*p<0.05 Source: Field Data, 2008

Dependent Variable ( Y): **Motivation**

**Regression Equation (from unstandardised Beta)**

**Motivation** = 0.703 + 0.423 REC + 0.364WC,

**Motivation** = 0.703 if  $\beta_1 = \beta_2 = 0$

This gave an indication that recognition of teachers in the study area was far more important than work condition if respondent teachers are to be motivated.

## CONCLUSIONS AND RECOMMENDATIONS

Agricultural science teachers in the region are mostly males. About Eighty-two percent hold bachelors degree. The mean age of teachers was 37 years, with a considerable teaching experience of mean of 11 years. The teachers had requisite qualification to teach the agricultural science at senior high school level in the region. Motivation, involvement in goal setting, supervision, job satisfaction, and recognition levels were satisfactory but below the expectation of the teachers. Work condition in the Ghana Education Service, however, was low. There were positive and significant relationship between motivation and work conditions ( $r=0.451$ ), recognition ( $r=0.510$ ), and involvement in goal setting ( $r=0.417$ ) even at 0.01 alpha level. Recognition and work conditions were found to be the best predictor variables of motivation of agricultural science teachers in the study area. The two variables together contributed about 32% explanation to motivation. Recognition was the overall best predictor variable contributing approximately 25% explanation in the variations in motivation and work condition contributing about 7% explanation in motivation of the teachers. Therefore, recognition and work condition are the most important motivating factors for Senior High School Agricultural Science teachers in the Central Region of Ghana.

The study, therefore, recommends that GES (Ghana Education Service) in collaboration with the Ministry of Education should address the issue of **recognition** and **work conditions** in a bid to improve teacher motivation. Teacher recognition by both employers and supervisors need to be strengthened (appendix 5). Careful consideration should be given to verbal recognition for good performance from supervisors (Headmasters and Circuit supervisor) when necessary. Teachers should also be given fair chance of winning the Best Teacher Award. Students and parents can also show verbal appreciation for teachers' efforts. It is also recommended that other material rewards apart from the Best Teacher Award be instituted to recognize the teachers for their contribution to education in Ghana. Moreover, various aspects of work conditions (appendix 4) of the teachers such as salary, health insurance, accommodation and other facilities need to be improved. Adequate provision should also be made for annual leave of teachers.

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## APPENDICES

### Appendix 1

<b>Motivation variables</b>	N	Mean	Std. D.
I am placed in an area of work of great interest	54	3.69	1.02
I have opportunity to take part in decisions	54	3.46	1.14
I receive appropriate recognition from my organisation	54	3.31	1.01
I have opportunity to attend workshops and conferences	54	2.93	1.33
I have opportunity to improve competences through training	54	2.91	1.32
I have necessary tools to effectively carry out work	53	2.81	1.06
I am assured of study leave to further my education when desired	54	2.78	1.21
I am paid T & T and other allowances when deserved	54	2.41	1.31
I have adequate transportation for my work	53	2.32	1.33
I am provided with accommodation or given support to secure one	54	2.28	1.51
I receive monetary reward other than my salary	54	1.94	1.11
I receive non-monetary gifts from time to time	54	1.80	1.09

### Appendix 2

<b>Job Satisfaction variables</b>	n	Mean	Std. D.
My workload is adequate	54	3.78	.90
My job is interesting	53	3.74	.68
I see my job as providing positive satisfying pleasure to other individuals	53	3.62	.99
I Have opportunity to use my skills and abilities in my job	51	3.59	.96

I feel enthusiastic about my work	54	3.54	.88
I like my job more than many teachers	54	3.41	.98
I will like to give up this job for another with equal conditions of service	54	2.87	1.32
I am often bored with my work	54	2.70	1.09
My friends are more interested in their job than I am	51	2.51	1.16
I am tired of my job	54	2.43	1.04
I have all the tools I need to do my work	53	2.19	1.11
I receive adequate remuneration for my Job	54	1.94	.94

### Appendix 3

<b>Supervision variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. D.</b>
I have good relations with my supervisors	54	3.80	.76
My supervisors are friendly	54	3.72	.74
I can count on the respect and loyalty of my supervisors, until I prove undeserving	54	3.59	.74
My supervisors make their expectations very clear	53	3.53	.89
I am treated as a colleague, partner and friend by my supervisor	54	3.52	.95
My supervisors promote participation	52	3.23	.88
I receive constructive criticism from my supervisors when necessary	54	3.15	.99
My performance as a Teacher is evaluated on schedule by my supervisor	52	2.81	1.10
I receive scheduled supervisory visits from my supervisors	54	2.6111	1.07
I receive appropriate punishment from supervisors when deserved	53	2.60	1.04
I receive scheduled evaluation feedback from my supervisors	54	2.44	.98
I am provided with current information on my profession through the supply of current bulletins	54	2.07	1.04

#### Appendix 4

<b>Work condition variables</b>	N	Mean	Std. D.
Information concerning me are provided in full and accurate details as soon as possible	53	2.87	.92
My personal problems are dealt with in a sympathetic and positive manner	54	2.70	1.08
Working condition have improved since I joined Ghana Education Services	54	2.50	1.08
Problems of teacher are discussed and decisions reached quickly and easily	54	2.43	1.06
Promises made to me as a teacher are mostly kept by management	54	2.39	1.05
There is adequate health insurance coverage	54	2.37	1.14
I am provided with the right equipment for my work	54	2.20	.92
First aid provision is available in times of accident	53	2.15	.97
Adequate provision is made for annual leave	52	2.04	1.17
Working conditions are managed promptly and in a way that is comfortable to me	54	2.00	.67
Facilities provided for my job are enough	54	1.91	.68
Working conditions in the in Ghana Education Services are generally conducive to me	54	1.87	.93

#### Appendix 5

<b>Recognition variables</b>	N	Mean	Std. D
I receive verbal recognition for good performance from my supervisor when necessary	54	3.39	.97
My achievements are acknowledged by my supervisors	54	3.20	.83
I receive tangible recognition from my supervisors when necessary	54	3.09	.98
I am given a fair chance of winning a Best Teacher Award	53	2.75	1.13
I am sometimes mentioned for praises by my clients at functions such as best teacher award	53	2.21	.97
I am given material awards as a show of appreciation for good performance by my clients	54	2.15	.98

### Appendix 6

<b>Promotion variables</b>	N	Mean	Std. D.
I am not discriminated against in terms of promotion by supervisors	52	3.82	.85
I have equal opportunities for promotion like other staff categories	52	3.83	1.04
Promotion follows prescribed routines spelt out in conditions of service	51	3.80	.92
Promotion takes into consideration my years of service	51	3.65	.93
Promotion is based on principle of fairness and equity	52	3.27	1.05
I am promoted on time based on my performance	52	3.06	1.17846
Promotion prospects timely my place of work	49	2.80	1.07973

### Appendix 7

<b>Involvement in goal setting variables</b>	N	Mean	Std. D
Goals set for me are achievable given the resources and equipment available to me	52	3.42	1.09
Goals set for me are measurable	50	3.42	.88
I have the opportunity to take part in setting my personal performance goals	53	3.40	1.12
Goals set for me are achievable	53	3.38	.90
Goals set for me are clear	53	3.26	1.04
Goals set for me are specific	52	3.19	.91
I receive feedback on the extend of achievement of personal goals set for me	53	3.08	1.03
I have the opportunity to take part in setting goals for my organization	53	2.91	1.13
I receive feedback on the extend to which goals set for my organisation are achieved	53	2.75	1.05
Goals set for me are too many as such difficult to achieve	52	2.65	1.03

Scale : 5= Strongly agree, 4=Agree, 3=Somewhat Agree, 2=Disagree, 1= Strongly Disagree.